

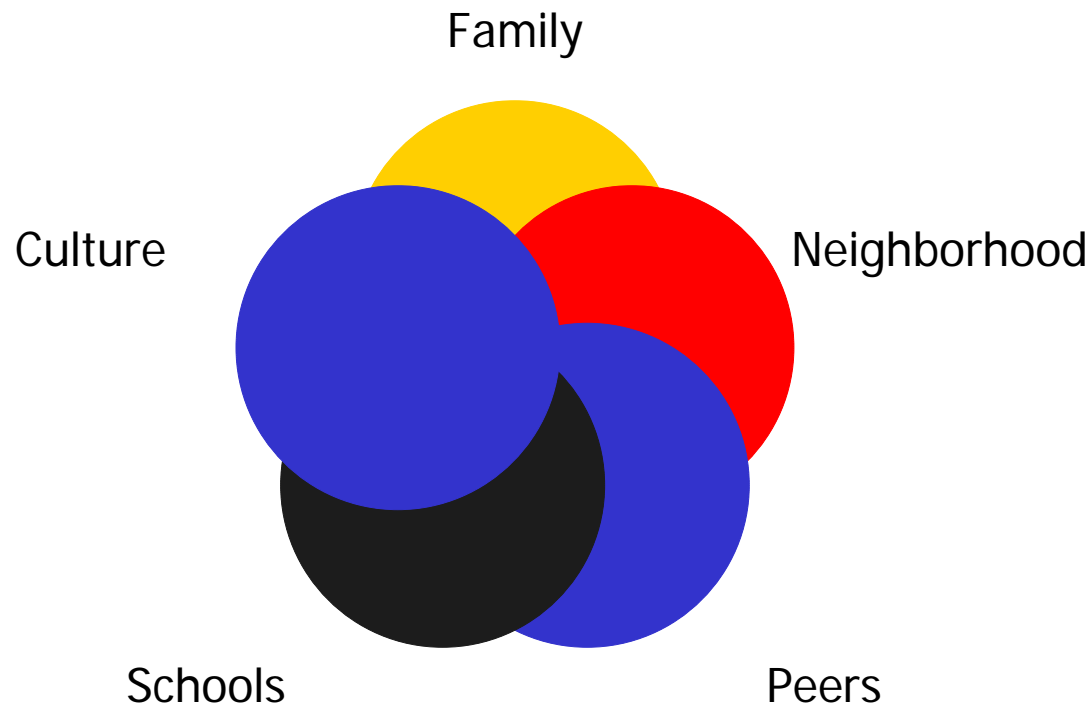


Family Context and Children's Media Use

The Effects of Electronic Media on the
Cognitive, Social and Emotional
Development of Children and Adolescents
May, 2006



Contexts of Childhood





Nested Systems

(adapted from Bronfenbrenner's Ecological Systems Theory)

Context	Definitions/Examples
Microsystems	Day-to-day setting: the places they inhabit, the people they live with, the things they do together.
Mesosystems	Relationships or intersections between microsystems.
Exosystems	Social settings that influence a child's development but in which the child does necessarily not have a direct role.
Macrosystems	The broader cultural context that shapes attitudes, beliefs and behaviors.



Methodological Implications

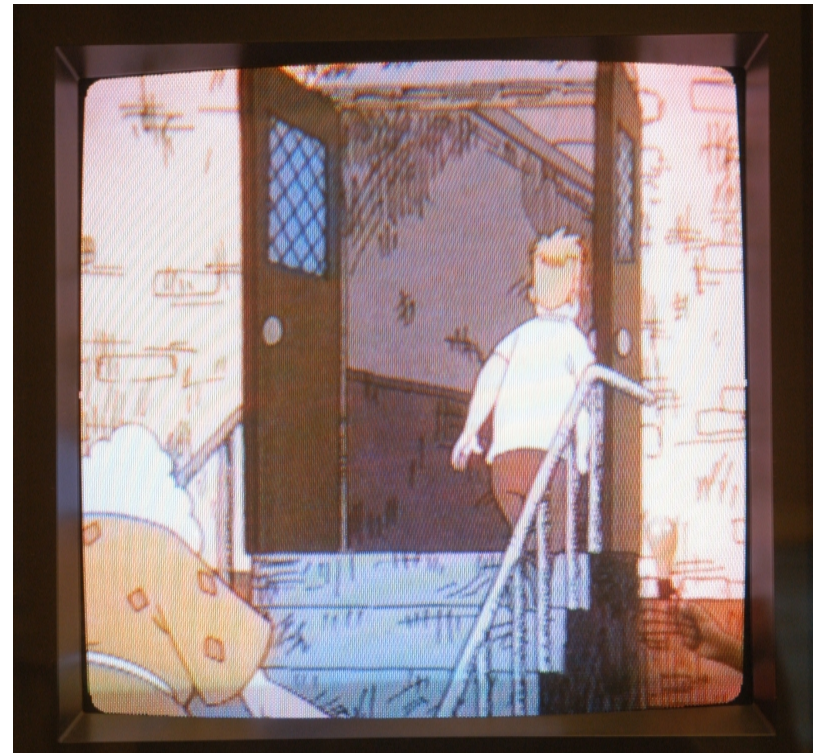
- Study child in situ (ecological validity)
- Study child across contexts and time (developmental validity)
- Tie family system to other critical systems
- meso, exo and macrosystems



Research at the Annenberg Public Policy Center

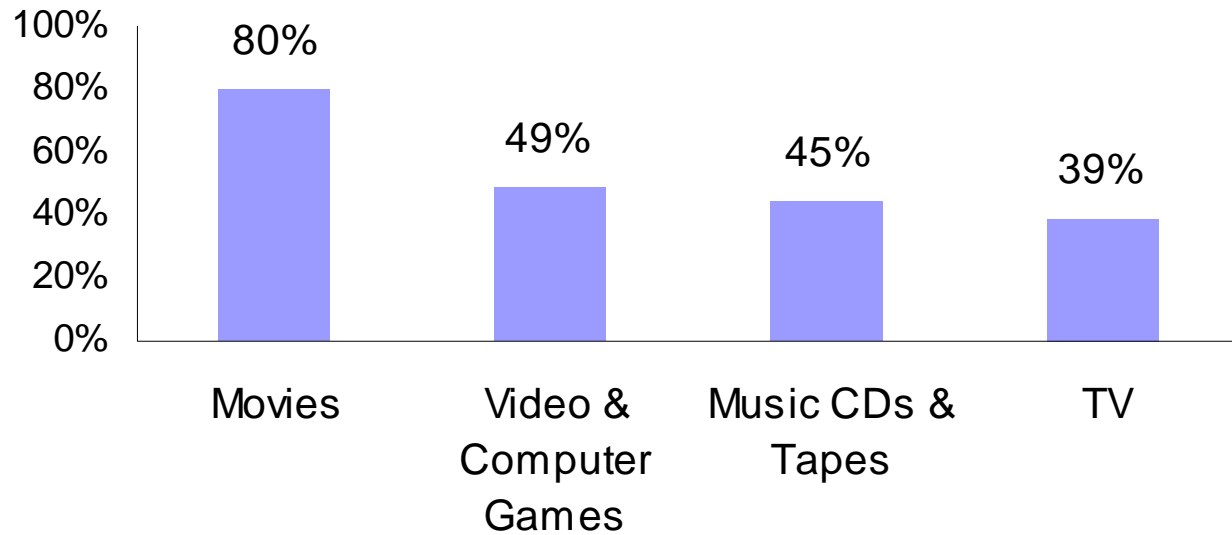
- Focus on policy reception:
 - How do families respond to increased access to educational TV for children?
 - Do families use ratings to guide children's media use?
 - Do families use V-chip to block potentially deleterious programming?
 - How do families receive recommendation to limit entertainment screen time to 2 hrs/day or less?

Educational Programming

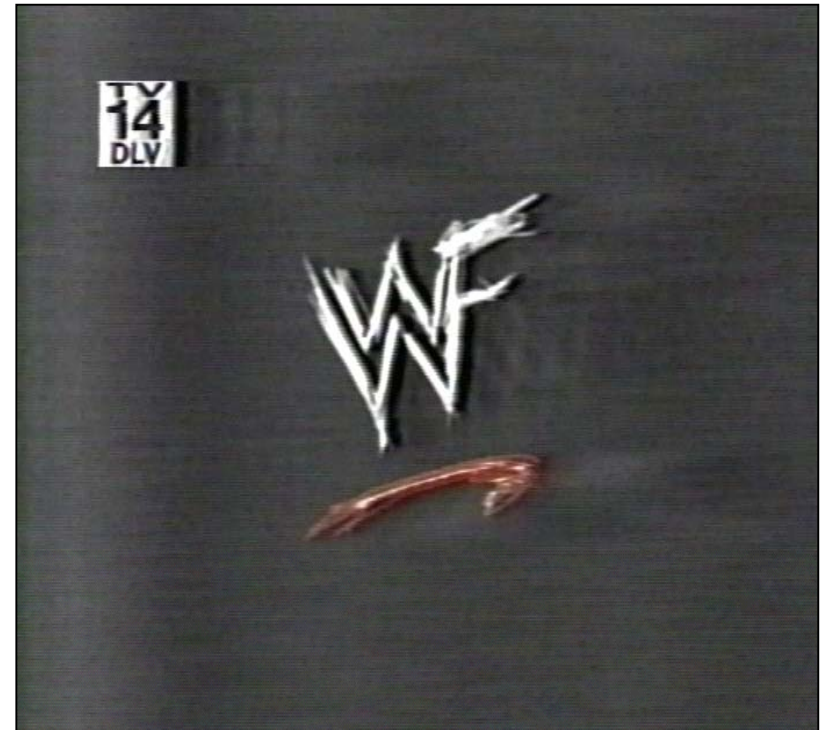


Use of Ratings

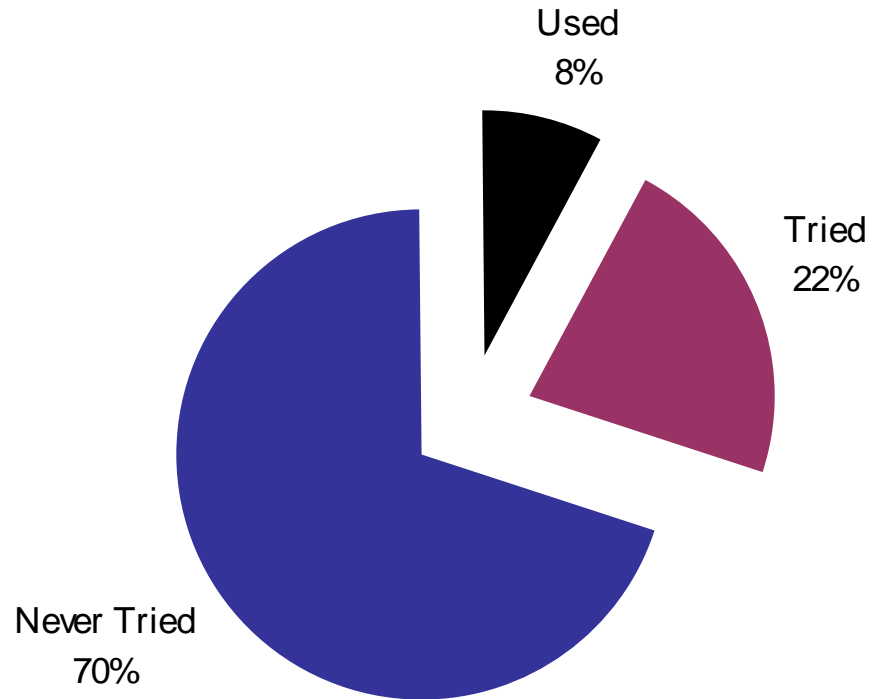
Percentage of Parents Using Various Media Rating Systems



Recognition of ratings

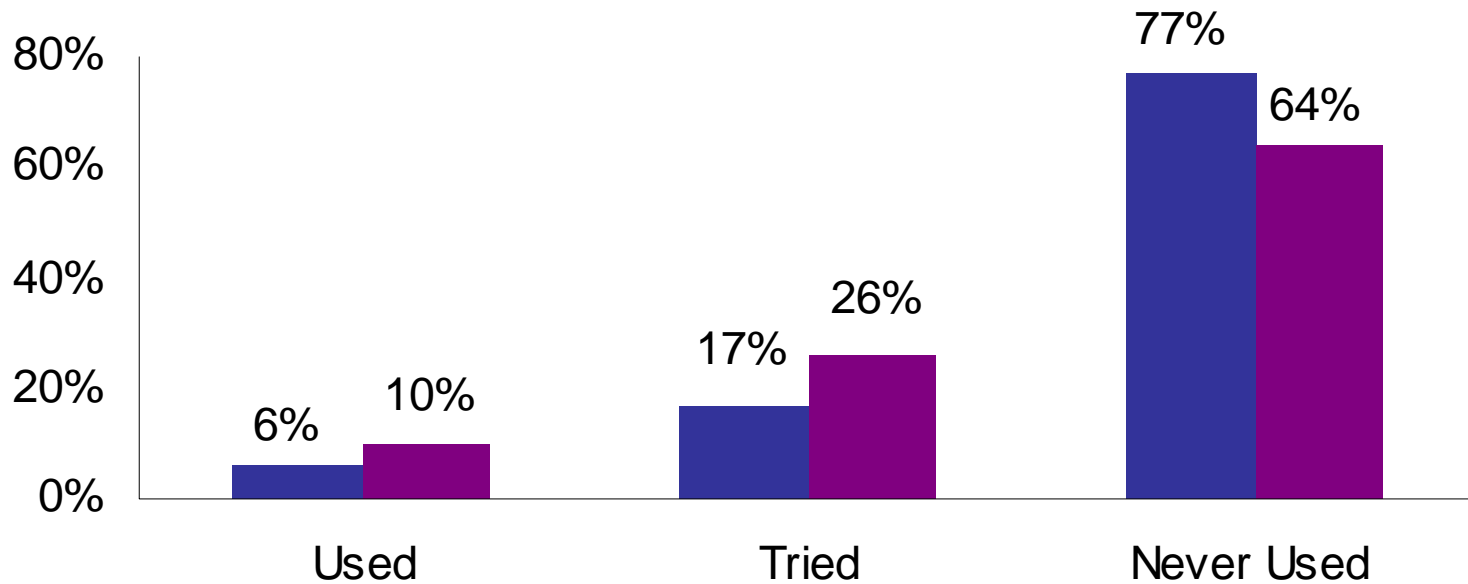


V-Chip Use by Philadelphia Experiment Families



V-Chip Use Across High and Low Information Conditions

■ Low Info ■ High Info





U-CHIP TV RATING LIMIT

----Content----

Rating	Status	D	L	S	U	FU
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TU-MA

View

U

U

U

Press ▲ ▼ to select rating.

Press MENU to exit.

Rating	Status	D	L	S	U	FU
TU-MA	View		U	U	U	
TU-14	View	U	U	U	U	
TU-PG	View	U	U	U	U	
TU-G	View					
TU-Y7	View					U
TU-Y	View					





Families' Response to 2hr/day recommendation

- AAP
- Surgeon General
- Healthy People 2010
- Recommend that children over 2 spend no more than 2 hours/day with entertainment media

Children's Media Use Study



RTI

Annenberg

CDC

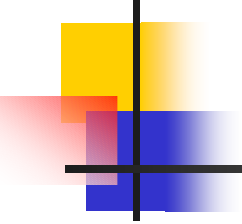
James Hersey, PI
Christina An
Holly Massett
Lucia Rojas-Smith

Amy Jordan
Amy Branner
Jennifer Horner

Jude McDivitt
Arlynn Filomeno
Janet Fulton
Larry Grummer-
Strawn
Carrie Heitzler

Supported by CDC Cooperative Agreement to ATPM (TS-0846)

Methodology

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-
- Children (n = 180) and Parents (n = 180)
 - Small group, qualitative interviews with 6-13 year old children/parents (90 min. transcribed)
 - Convenience samples from Chicago, Philadelphia and Richmond
 - Brief background surveys completed prior to the interviews



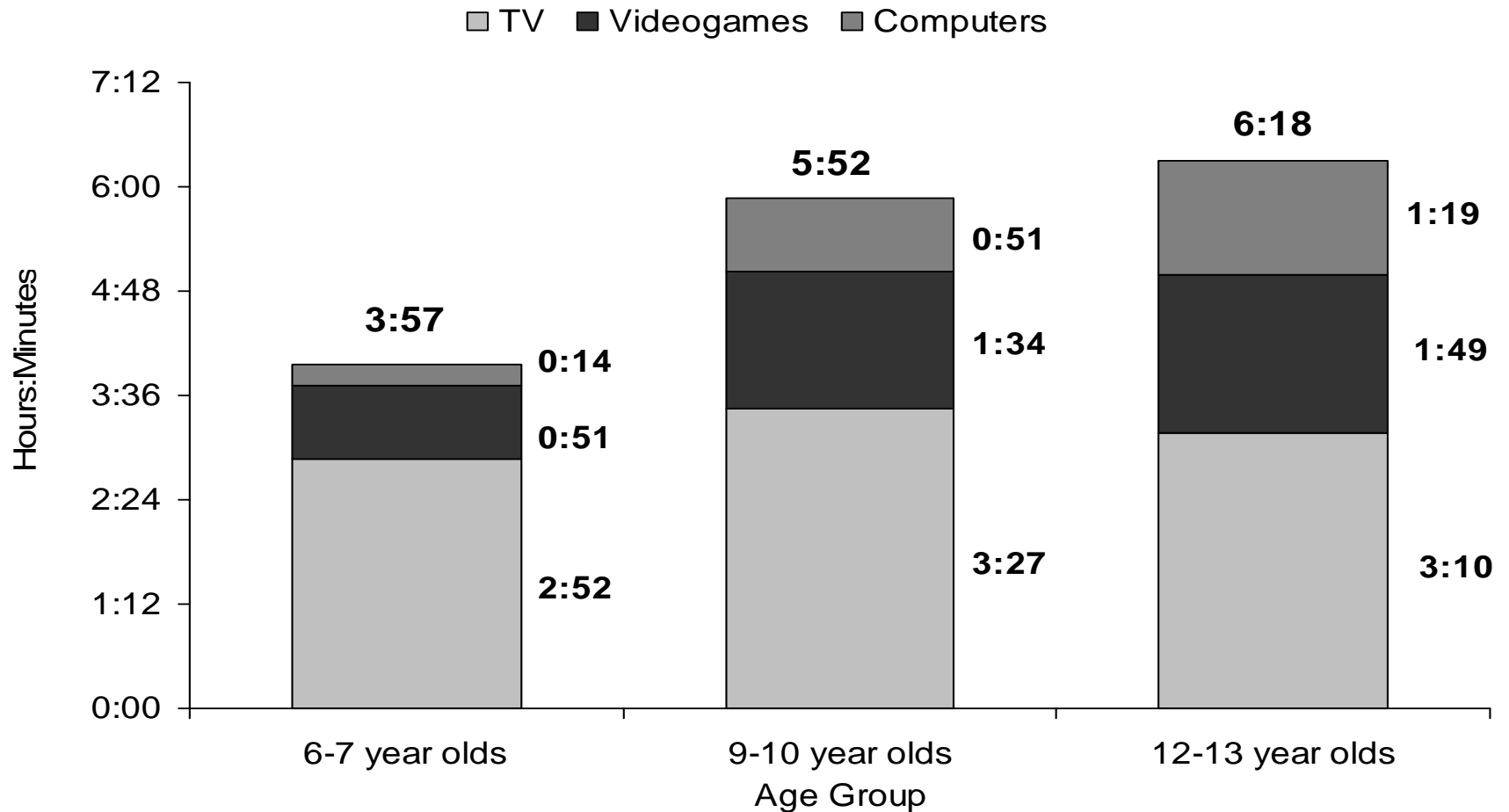
Focus Group Discussion Topics

- Media availability and use in the home
- Practices to limit television
- Reactions to 2hr/day recommendation
- Barriers and motivations for change

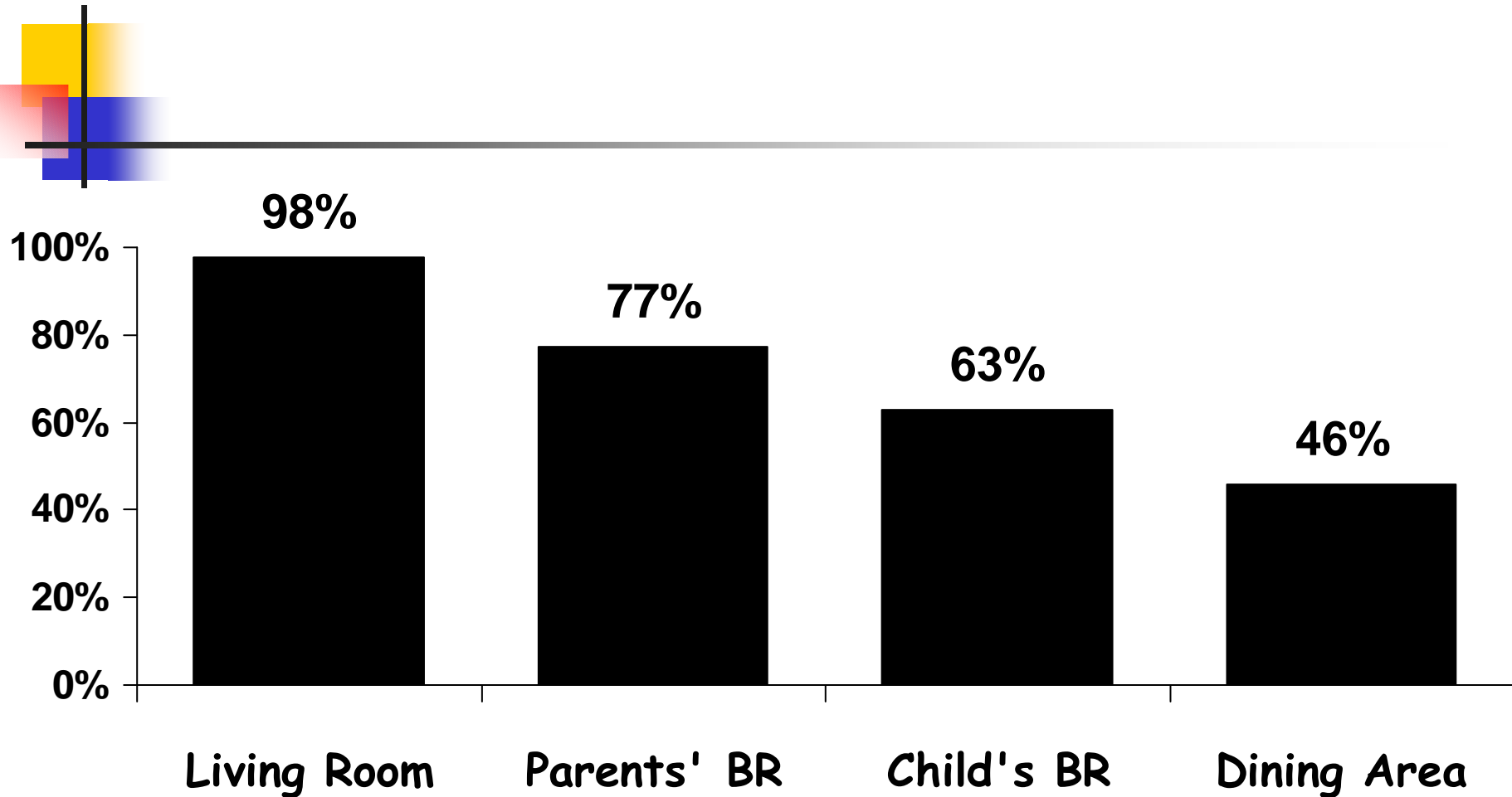
Goal: develop strategies for TV reduction that might work for families



Time with Media



Access to Television





What motivates parents to make rules?

- School performance
- Behavior (aggression, zoning out)
- Closeness
- Physical Well-Being



Media are not monolithic

- **Not all media are equally evil**
 - Parents have most concerns about television and videogames (and here they have more concern about content than time)
 - Parents view computers as important to academic achievement and life skill development
- **Not all media contexts are equally worrisome**
 - Parents believe that media are important elements to keeping the family close and the system running smoothly
 - Parents believe that older children should have say over how they spend their free time (particularly on the weekends)



Changing Children's Relationship with TV May Mean:

- Changing **parents'** relationship with television
- Changing the **structure** of the home
- Changing **basic parenting practices**
- Shifting beliefs about what constitutes "**too much media**" and its consequences
- Starting **incrementally**



Future research

- **Feasibility studies:** what kinds of changes are do-able for families?
- **Randomized Controlled Studies:** when we ask families to make these changes, do they produce desired outcomes?
- **Case studies:** what do families currently do to create a healthy home media environment?